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ABSTRACT

To provide information on the target audience for the Adult Learning Program Service (ALPS), a television series being developed by the Corporation for Public Broadcasting, interviews were conducted with a small national sample of potential viewers. The main focus of the study was an examination of the social-psychological aspects of a decision making process in a carefully selected sample audience. Respondents were restricted to those who had eleven years or less of formal education, had access to a television set, and had achieved a sixth grade reading level. They included whites, blacks, Mexican-Americans, Puerto Ricans, and Indians from all areas of the U. S., both rural and urban dwellers. Fifty-eight respondents returned usable questionnaires that formed the basis of the analysis. It was concluded that the respondents would watch adult educational television programs and desire to implement their aspirations. A significant proportion were well informed about education and training sources and are enrolled, or plan to enroll, in educational programs. (A supplement containing a review of research studies related to adult education, a copy of the interview instrument, and a section on media use by the survey sample are included.)
(Author/AG)

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CENTER FOR URBAN EDUCATION

ED 092738

SURVEY OF THE TARGET AUDIENCE FOR THE ADULT LEARNING PROGRAM SERVICE (ALPS)

With a Review of Pertinent Research Studies

A Report to the Corporation for Public Broadcasting

Prepared by
Evaluation and Research Division
January 1972

CENTER FOR URBAN EDUCATION
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INTRODUCTION

Adult Learning Program Service, (ALPS), the television series now being developed by the Corporation for Public Broadcasting, will be targeted for adults who lack a high school education. At the request of the Corporation, the Center for Urban Education interviewed a small national sample of potential viewers, with the aim of providing information on the target audience. This report on the findings of the Center survey also includes a supplement containing a review of a number of leading research studies related to adult education, a copy of the interview instrument which supplied the data for analysis, and a section on media use by the survey sample.

METHODOLOGY

The main focus of the Center study was an examination of the social-psychological aspects of a decision-making process in a carefully selected sample of the target audience. The survey proceeded first, to establish a felt need for continuing education, second, to assess the strength of that need, and third, to determine whether or not that need would be acted upon.

Selection of Sample

Approximately 15 million Americans between the ages of 25 and 44 have had 11 years or less of formal education. The Center designed a survey to sample whites, blacks, Mexican-Americans, Puerto Ricans, and Indians in this group. Respondents were restricted to those who had access to a television set and who had achieved sixth grade reading level, as confirmed by [illegible] created by Center staff. Respondents were selected from all areas of the continer[illegible]ed States, rural as well as urban locations; an effort was made to have males and females equally represented.

Because of time constraints on the project, random block sampling procedures were unfeasible. Respondents were recruited through contacts with community organizations and school districts. For blacks, local Urban League chapters drew names from their employment service lists. Mexican-American respondents were reached through local community agencies such as Mexican-American education councils. Indians and whites were selected from lists provided by school districts of dropouts, or of persons attending adult education courses. Because of this selection process, the sample reflects a bias in favor of those people involved in educational activities. Where this factor makes a significant difference, the study draws attention to it.

Description of Sample

A total of 58 respondents returned usable questionnaires that formed the basis for analysis. The following tables describe certain characteristics of the sample.

TABLE 1

URBANIZATION AND RACIAL/ETHNIC BACKGROUND OF SAMPLE

Respondents	Rural	Urban	Total
White	7	12	19
Black	4	19	23
Mexican-American	0	8	8
Puerto Rican	0	4	4
American Indian	4	0	4
Total	15	43	58

TABLE 2

AGE AND SEX DISTRIBUTION OF SAMPLE

Respondents	Male	Female	Total
35-44	8	11	19
30-34	4	11	15
25-29	11	12	23
No response	1	0	1
Total	24	34	58

Table 3

GEOGRAPHIC AND RACIAL/ETHNIC BREAKDOWN OF SAMPLE

Location	White	Black	Mexican-American	Puerto Rican	American Indian	Total
New York				4		4
Chicago		4				4
Los Angeles		3	4			7
Pikeville, Ky.	3					3
St. Louis		4				4
Tupelo, Miss.		4				4
Atlanta		4				4
Lincoln, Neb.	4					4
Houston			4			4
Scranton, Pa.	4					4
Providence, R.I.		4				4
LaFayette, Ga.	4					4
Albuquerque, N.M.					4	4
Akron, Ohio	4					4
Total	19	23	8	4	4	58

FINDINGS

As already noted, no one in our sample had completed high school. Yet, only 5 percent of the sample stated that they are content with that status; 95 percent desire at least a high school diploma; and 35 percent desire a college education.

A look at the sample's occupational status reveals that 54 percent are unemployed; this group consists of women on welfare, men pursuing part- or full-time education, and women whose husbands are the sole support of the family. Of those employed, 63 percent are in unskilled or semi-skilled jobs, such as deliverymen, factory operatives, and utility workers; 13 percent are in skilled occupations, mainly construction work; 21 percent are in clerical positions; and 4 percent are in managerial posts.

Determining the Need

Occupational aspirations were a significant factor in the establishment of need: 82 percent of the sample want new jobs, primarily of higher economic and social status; 13 percent desire unskilled or semi-skilled positions; 16 percent desire skilled trades; 40 percent desire clerical work; and 31 percent desire managerial positions or would like to go into business for themselves. Of those who work, 56 percent feel their chance for advancement in their present situation is either good or very good; 29 percent feel it is not very good or poor; 15 percent are not sure.

When asked what was required to achieve their occupational aspirations, 62 percent of the sample stated that they need more training or education. Half of these answers refer to specific training; half indicate the need for more general education. Only one respondent mentioned lack of opportunity on the open market as standing in the way of his getting a better job. By and large, respondents assume that there is a good market for the jobs they are seeking, provided they acquire the appropriate educational credentials. Only three respondents dismissed the notion of education as a means to improving their job situation. This statistic was surprising in view of the

finding that 43 percent of the sample did not complete their education for school-related reasons (35 percent, because it was not a pleasant experience; 8 percent, because of poor achievement) and 57 percent left school for other reasons (most commonly cited were finances, family responsibilities, and marriage or pregnancy).

Respondents were asked how further education would help them in their community, at home, and in general. The community question evoked the following responses: 33 percent declared that it would not help them in their community, 23 percent felt that they would be better able to help others in the community, 21 percent stated that it would help them to become better citizens, and one respondent stated that he would be helped in every way.

The most frequent response (49 percent) to the home question was that more education would help the respondent in his or her role as a parent; 11 percent stated that more education would not help them in the home; of these, all but one respondent was white. Other responses as to the benefits of further education included: better job, self-improvement, and improved family financial situation.

When asked how education would help them in general, only two respondents (both white) stated it would be of no help; 46 percent stated that more education meant more job opportunities, while 41 percent mentioned the usefulness of education for self-improvement.

In addition to those already noted, a number of variations in respondents' needs and aspirations occur along ethnic lines: (1) 16 percent of the whites desire a college education, whereas 48 percent of the nonwhites wish to pursue an education beyond high school. (2) 15 percent of the whites, compared to 43 percent of the nonwhites, state that they left school for financial or family reasons. (3) Whites seem to feel that out-of-school experience will help them advance occupationally; for example, 42 percent of the white sample, in contrast to 83 percent of the nonwhites, stipulated that they needed further education to advance occupationally. (4) Whites (57 percent) tend to view the advantages of education in terms of personal growth, while nonwhites (56 percent) tend to see the value of education in economic terms.

Assessing the Desire to Participate

To ascertain whether or not respondents would participate in educational activities when offered the opportunity, the survey included four social-psychological indices: (1) attitudes toward education; (2) past and present behavior in relation to education and schooling; (3) psychological predispositions, such as feelings of self-esteem and of personal competence in relation to learning, sense of control over circumstances (instrumentality), and perseverance; and (4) social system influences.

Attitudes Toward Education: Respondents were asked to agree or disagree with the following statements:

(a) A high school education is worth all the time and effort it requires.

(b) I don't want to have anything to do with education.

(c) Education is not much help in getting a job.

(d) Education has made my life happier.

Responses to the first three statements indicated that well over 90 percent of the sample placed a high value on education; 80 percent responded in the affirmative to the fourth statement.

Respondents were also asked to react to frequently given reasons for not attending adult education courses. From a list of ten reasons, the following four were accepted by at least 20 percent of the sample:

(a) Right now I just don't have the money. (55 percent)

(b) The things I have heard about don't interest me. (35 percent)

(c) I don't think there is anything like that available around here. (20 percent)

(d) Although I'm interested in a lot of things, I'm really not the studying type. (27 percent)

Statements (a) and (c) indicate external constraints, such as lack of money and/or facilities. Statements (b) and (d) indicate internal constraints, such as lack of interest and/or feeling of inadequacy. Additionally, 28 percent of the women mentioned that it is hard for them to get out of the house. For those respondents at present not planning

to continue their education, 95 percent mention not having the money, 47 percent don't consider themselves the studying types, and 37 percent mention lack of interest.

The data seem to indicate that in general, respondents place a high value on education, even though a significant number (25 percent of the sample) see education as benefiting them little or not at all.

Past and Present Behavior: Although other research has noted that somewhere between 10 and 15 percent of the population, 25-44 years of age, actively involve themselves in some form of adult education each year, because of the method by which our sample was selected, the percentage yield was higher: 25 percent of our sample are currently enrolled in adult education courses; an additional 14 percent are actively seeking some sort of adult education.

Furthermore, 48 percent of the sample mention plans for furthering their education, and 39 percent have actually acted on their plans, through filing applications or attending courses. Our sample appears to be exceedingly education-oriented. Age does not seem to be an important factor in educational plans for our sample: 59 percent of those between the ages of 35-44, 43 percent of those between the ages of 30-34, and 50 percent of those between 25 and 29 years of age have educational plans for the future.

To ascertain the amount of informal educational activity in which respondents engaged on their own, they were asked how many times in the past year they had performed any one of six itemized activities. Responses revealed that 55 percent of the sample had visited a zoo in the past year; 33 percent, a museum; 36 percent, a historical site; 75 percent had watched at least one educational TV program, with 50 percent seeing more than two; and 53 percent had worked a crossword puzzle; 73 percent of the sample could remember the last book they read, with almost all of them having read it during the past year. Ethnic and racially oriented literature, sex manuals, and the Bible were mentioned most frequently. (See Appendix B for list of titles of books read by sample.)

In effect, approximately half the sample appear to be actively engaged in various kinds of informal educational activities during the year. Since there was no difference between those who have educational plans and those who do not, we have a basis for generalizing to a wider population.

Psychological Predispositions: Four psychological predispositions (see page 7), which have been shown to influence rates of participation in educational endeavors, were tested through a series of specially created measurements.

General feelings of competence were measured by two items:

(a) When a job is hard, I do it well.

(b) One of my problems is lack of confidence in myself.

Item (a) was agreed to by 90 percent of the sample, item (b), by 31 percent. Therefore, 69 percent of the sample stated that they had adequate self-confidence. Confidence appears to be more of a problem for the whites than for the blacks in our sample: 47 percent of the whites, as compared with 21 percent of the blacks, felt that lack of confidence was a problem for them.

Self-esteem in relation to education was measured by three items:

(a) I never did very well in school.

(b) I can read quite well.

(c) I was smarter than most of the kids in my school.

Fifty-one percent of the sample disagreed with statement (a), indicating that about half the people interviewed perceived themselves as having done well in school; 74 percent agreed with statement (b); 12 percent agreed with statement (c).

A greater percentage of men than women perceive themselves as having done poorly in school (55 percent to 31 percent). More women than men indicate that they can read well (81 percent to 60 percent). Similarly, more women than men also perceive themselves as smarter than most other students in their school (22 percent to 9 percent). Overall, the women in our sample would seem to have a more positive view of themselves as students than do the men.

Variations on self-esteem are delineated by race as well as by sex: 31 percent of the nonwhite participants feel they never did well in school, while 58 percent of the whites feel that way. No white responded positively to statement (c), but 20 percent of the nonwhites did.

The sample may be ranked as follows. Female nonwhites rate highest in self-esteem; nonwhite males and white females are in the middle, and white males are on the lowest rung.

Instrumentality was measured by four items:

(a) People who accept their condition in life are happier than those who try to change things.

(b) Good luck is more important than hard work for success.

(c) Every time I try to get ahead, something or somebody stops me.

(d) If a person is not successful in life, it is his own fault.

Agreement on these statements was as follows: (a) 43 percent of the sample, (b) 4 percent, (c) 49 percent, and (d) 51 percent. The sample seems to be split in half between instrumental and fatalistic orientations. Blacks were somewhat more fatalistic than whites; for example, 58 percent of the blacks, as compared with 42 percent of the whites, agreed with item (a). An additional finding related to item (c) indicated that 42 percent of the whites, as compared with 69 percent of the blacks, feel that every time they try to get ahead, something or someone stops them.

Social System Influences: The influences of social relationships on the sample were determined through a series of questions. When asked what they would do if their friends or family disapproved of respondents' getting more education, 96 percent of the sample stated that they would proceed regardless. When asked how the respondent's family would feel about his getting more education, 37 percent of the respondents stated that their family would be very happy, 55 percent stated they would be happy, 2 percent said they wouldn't care, and 6 percent said they would not be happy and conflict would be involved. Of those people who knew someone who had

returned to school, 54 percent mentioned a family member who had taken up education again; the families of these respondents appear to be strong supporters of educational attainment.

By contrast, only 3 percent of the sample stated that their friends would be very happy if they continued their education; 77 percent stated that they would be happy, while 1 percent would be apathetic and 9 percent negative. Seventy- three percent of the sample knew somebody who had gone back to school.

Although the family can be the basis of social support for adults who wish to continue their own education, it can also be the main hindrance, especially for those who have children. According to 40 percent of the sample, family obligations are keeping them from pursuing their education and for 52 percent, family obligations kept them from finishing school in the first place.

In general, family obligations, lack of time, lack of money, and lack of interest seem to be the major stumbling blocks to continuation of education for these people. Since there appears to be little difference in the psychological makeup of those members of the sample who are at present attending school and those who are not, the major problem would seem to be external constraints.

CONCLUSIONS AND SUMMARY

Adults who have not completed high school would like to do so. Their motivation for further education lies not only in the vision of a better job with more pay and more status, but also in an expressed desire for self-improvement. For example, a Mexican-American woman from Houston said more education would give her "my dignity"; a black woman from Akron said more education would help her voice her opinion more effectively; and a white woman from LaFayette, Georgia, emphasized that educated people are "interested in more than just eating, sleeping, and working."

The members of our sample feel that a lack of education prevents them from achieving the social status, economic security, and style of life that they want. For this

reason, they are clearly interested in acquiring the skills that further education can offer. Their self-esteem is high, and roughly 80 percent expect their family income to increase in the near future. A significant percentage has already taken steps to continue education; and these respondents seem to have the necessary emotional and social support from friends and family to do so.

The chief obstacles to continuing their education, according to the respondents, are family obligations, money, and time. It is difficult to assess what is behind the response, "I don't have enough money at the present time." In some cases, respondents are barely making ends meet, with yearly incomes of around $3,000 or $4,000. In other cases, the income would seem adequate to cover most adult education courses, which are usually quite inexpensive.

In many cases respondents gave what would appear to be socially desirable answers, particularly when they affirmed the American belief in the efficacy of education or schooling. When it comes to putting espoused ideals into action, many things intervene. Answers to interview questions are not always good clues to future behavior, especially when professed attitudes conform to socially respectable views that may have little grounding in reality.

The survey attempted to measure the intensity of expressed desires and attitudes by asking additional questions that dealt with present behavior of the respondents. The high incidence of current efforts to further their education or add to their skills is an indication that in this instance the attitudes expressed will be translated into action. Furthermore, the information level of respondents regarding places, opportunities, and sources for acquiring more skills and education, was found to be high. Previous research has indicated that information levels are highest among those who are ready to participate.

It is quite conceivable that the ALPS program, being offered gratis and in the home, will provide educational opportunity for those who are ready and willing but are handicapped by financial problems and family responsibilities. There is abundant evidence that these people are regular and consistent television viewers. The survey also

ascertained that they would be willing to drop their favorite programs (with the exception of soap operas for a sizable group of women, and news and sports telecasts for some of the men) in order to do something they consider more important or entertaining.

Summing up, the survey's main conclusions are:

1. The respondents appear to be favorably disposed to watching adult educational television programs; they see further education or skill development as a means of achieving their aspirations; and they say they want to get more education or training.
2. The respondents have the desire to do something about implementing these aspirations.
3. A significant percentage of the sample is well informed regarding sources for further education or training.
4. A high percentage of the sample is already enrolled, or has made plans to enroll, in educational programs. Thus, these respondents have expressed their need and their motivation, and they have taken action for continuing education.

APPENDIX A

A Review of Pertinent Research Studies

The following listing comprises the main body of research on adult participation in educational endeavors. The literature is neither very extensive nor particularly intensive. The Johnstone and Rivera study is the outstanding study in this field; the London, Wenkert, and Hagstrom research replicates much of the Johnstone findings, adding some data on social class background of participants. With the exception of the Nottingham (England) experiment, the research is notably weak in conceptualization, sampling, and analysis.

The major findings of this research are:

- 10-15 percent of the adult population between the ages of 20 and 65 involve themselves in some type of institutionalized educational experience each year.
- The greatest rates of participation are among people of middle-class background between the ages of 35 and 50.
- Working-class participants in adult education tend to use it for specific training experiences, while middle-class persons tend to be more recreation-minded in their view of adult education.
- Preparation for employment, in order to be successful, must be connected with a specific job opportunity, especially for working-class people.

1. Brash, Fred B. "Motives for Attending Evening Adult School by Former Adult School Dropouts" (Unpublished report, Fresno State College, 1964).

   Finding:

   55.7% returned for a high school diploma or certificate.

2. Davis, George S. "A Study of Classroom Factors Related to Dropouts in Adult Education" (Unpublished report, Florida State University, 1963).

   Finding:

   Students tend to drop out when they feel teacher is condescending.

3. Holst, Howard. *Summary of the Literacy Project.* (Memphis, Tenn.: Memphis State University, 1959).

Finding:

Television is not an effective instrument for reading instruction.

4. Johnstone, John W. C. and Rivera, Ramon J. *Volunteers for Learning.* (Chicago: Aldine, 1965).

   Findings:

   (a) Approximately 20% of all adults involve themselves in some sort of educational activity each year. 15% of the adult population are enrolled in courses on a part-time basis.

   (b) 12% of the courses taken were in the academic curriculum.

   (c) 15% of all courses studied were conducted on TV.

   (d) Working-class participants (59%) were more vocationally oriented than middle-class people (41%) who were enrolled in adult education for preparation for new jobs.

   (e) Working-class people do not see education as recreation, but tend to see it as a means to specific ends.

5. Knox, Alan B. "Motivations of Non-College Bound Adults to Participate in Educative Activity" (Unpublished report, University of Nebraska, 1963).

   Findings:

   (a) Young men participated more than female contemporaries.

   (b) No difference was noted in participation levels on basis of previous school success, aptitude, principals' judgment of interest in education.

6. Knox, Alan B. "Baseline Study of Adult Participation" (Unpublished report, University of Nebraska, 1963).

   Findings:

   (a) Age and socioeconomic status were significant factors in participation in adult education.

   (b) Community size was not influential in terms of participation.

7. Knox, Alan and Videbeck, Richard. "Adult Education and Adult Life Cycle," **Adult Education**, 15: 102-21, Winter 1963.

Findings:

(a) 12% of sample were involved in adult education in previous year.

(b) Age levels and participation were:

20-29 – 9%

30-39 – 13%

40-49 – 20%

50-59 – 10%

(c) Less than 10% of those with high school education (without diploma) participated in adult education during the previous year.

8. London, Jack, Wenkert, Robert, and Hagstrom, Warren. *Adult Education and Social Class.* (Berkeley, Calif.: Survey Research Center, University of California, 1963).

Findings:

(a) 12% of sample were involved in educational activities in previous year.

(b) 10% in service, operative, and laborer categories had educational experiences in the previous year.

(c) In the $4,000 annual-income and under category, 11% participated in adult education.

(d) Of those with 9-11 years of education, 8% were participants, and with 8 years or less, 5% were participants in adult education.

9. Murphy, Joseph, "Minority Training in Smaller Companies," **Training and Development Journal**, 23: 10-12.

Findings:

Success in the program depended upon whether there was a permanent job waiting for the participant at the end of the program.

10. Peerson, Nell. *An Experiment with Evaluation in the Eradication of Adult Illiteracy by Use of Television Instruction Over a State Educational Television Network Supplemented by Supervised Group Viewing and by the Related Use of*

Project-Supplied Materials of Instruction. (Florence, Ala.: Florence State College, 1961).

Finding:

Television is not an effective instrument for reading instruction.

11. Welkman, David. "The Wrong Way to Find Jobs for Negroes," **Transaction**, 5, April 1968, 9-18.

Finding:

The wrong way is to run programs that do not train for specific jobs.

12. Wiltshire, Harold. "Teaching Through Television: The Nottingham Experiment," **The International Review of Education**, 13: 66-70.

Description: A BBC-TV course in economics, consisting of 12 lessons and utilizing tutors and student booklets.

Findings:

(a) Age distribution:

Under 20 – 11%
21-30 – 18%
31-40 – 27%
41-50 – 26%
51-60 – 13%
Over 60 – 5%

(b) Terminal age of education:

Left school at 15 or earlier – 38%
" " " 16 – 25%
" " " 17-19 – 21%
" " " 20 or older – 16%

(c) Of the 1,656 enrolled students, 77% completed 8 or more lessons; 68% completed 10 or more; and 49% completed all 12 lessons.

(d) Motivation: 50% had no vocational purpose, 33% said program might help, 16% said program would help vocationally.

APPENDIX B

Media Use

The following tables indicate the extent of the sample's use of various media. Among the more striking findings are:

(1) When analyzed according to racial and ethnic identity, the sample revealed little difference in amount of reading done by each group; the variations occur in who reads what. Of the total sample, 73% could recall the title of at least one book read during the year. Puerto Ricans read the fewest number of magazines, but the largest number of newspapers. Whites, blacks, and Mexican-Americans seem to make equal use of magazines and newspapers, while Indians read more magazines and fewer newspapers. Women read more magazines than do men. Urbanites read almost twice as many newspapers than do rural dwellers.

(2) Newspaper feature preferences varied according to location and sex: Urban dwellers like to read the sports page much more than rural people; rural people prefer news reportage and the women's (or society) page. Men enjoy the news and sports columns most; women prefer news, women's news, personal advice columns, and the horoscope, in that order.

(3) Programs on UHF stations were viewed by 27% of the sample, PBS programs by 4%.

TABLE B-1

MAGAZINES READ AND FREQUENCY OF SELECTION MADE BY TWO OR MORE RESPONDENTS

Title	Frequency
Life	11
Look	9
Ebony	7
Jet	6
Readers Digest	6
Time	6
True Story	6
TV Guide	4
Good Housekeeping	4
Better Homes and Gardens	3
Newsweek	3
Ladies Home Journal	2
Essence	2
Sports Illustrated	2
Indian Culture	2

TABLE B-1a

MAGAZINES SELECTED BY ONE RESPONDENT EACH

Title	
Saturday Evening Post	National Geographic
Newsreel	American History
Weekly News	Sports Afield
Modern Screen	Outdoor Life
Motion Picture	Today's Health
Downbeat	Playboy
True Confessions	Sex
True Love Stories	Esquire
Modern Romance	Luz
Glamour	Miracle
McCalls	Christ for Nations
Seventeen	Plain Truth
Modern Home	Watchtower
Redbook	Guidepost
Variedades	Fortune
Bohemia	Stereo Review
Science World	Electronic World

TABLE B-2

TYPES OF MAGAZINES READ – RACIAL/ETHNIC GROUPS/SEX

	White #	Black #	Mexican-American #	Puerto Rican #	American Indian #	Total #	Male #	Female #	Total #
Gen. Interest	7	12	4	0	4	27	9	18	27
News	5	3	3	0	0	11	8	3	11
TV/Movie/Music	5	1	0	0	1	7	2	5	7
Romance	1	2	5	0	1	9	2	7	9
Women's	5	2	3	2	2	14	0	14	14
Ethnic	0	15	0	2	2	19	7	12	19
Science	5	0	0	0	0	5	1	4	5
Sports	3	1	0	0	0	4	3	1	4
Sex & Men's	1	2	0	1	0	4	3	1	4
Religious	3	2	0	0	0	5	3	2	5
Business	0	1	0	0	0	1	0	1	1
Hobby	0	2	0	0	0	2	2	0	2
Total	35	43	15	5	10	108	40	68	108
Total N	19	23	8	4	4	58	24	34	58
Mean	1.84	1.87	1.88	1.25	2.50	1.86	1.67	2.00	1.86

TABLE B-3

NEWSPAPERS READ – RACIAL/ETHNIC GROUPS

AND URBAN/RURAL/LOCATION

	White	Black	Mexican-American	Puerto Rican	American Indian	Total	
	#	#	#	#	#	#	Mean
Urban	18	31	10	10	0	69	1.60
N	12	19	8	4	0	43	
Rural	5	4	0	0	4	13	0.86
N	7	4	0	0	4	15	
Total	23	35	10	10	4	82	
Total N	19	23	8	4	4	58	
Mean	1.21	1.52	1.25	2.50	1.00	1.41	

TABLE B-4

FAVORITE SECTIONS OF THE NEWSPAPER – RACIAL/ETHNIC GROUPS – URBAN/RURAL LOCATIONS – SEX – BY TWO OR MORE RESPONDENTS

	White #	Black #	Mexican-American #	Puerto Rican #	American Indian #	Total #	Urban #	Rural #	Total #	Male #	Female #	Total #
News Reportage	10	11	5	1	4	31	22	9	31	12	19	31
Sports	3	3	2	2	0	10	10	0	10	9	1	10
Women's	4	0	2	0	2	8	3	5	8	1	7	8
All of It	1	6	0	0	0	7	5	2	7	1	6	7
Personal Advice	2	1	1	0	2	6	3	3	6	1	5	6
Editorials	1	2	1	1	0	5	5	0	5	3	2	5
Comics	2	1	0	0	1	4	1	3	4	1	3	4
Local News	2	1	1	0	0	4	3	1	4	1	3	4
Horoscope	0	4	0	0	0	4	4	0	4	0	4	4
Advertisements	0	2	0	0	1	3	2	1	3	1	2	3
Classified Ads	1	2	0	0	0	3	3	0	3	3	0	3
Total N	19	23	8	4	4	58	43	15	58	24	34	58

TABLE B-4a

FAVORITE SECTIONS SELECTED BY ONE RESPONDENT EACH

Sections

Etiquette	Local Features
Crossword	Weather
Letters to the Editor	Obituaries
Theatre	Financial Page
Medical Advisor	

TABLE B-5

FAVORITE TELEVISION SHOWS AND FREQUENCY OF SELECTION MADE BY TWO OR MORE RESPONDENTS

Title	Frequency
Soap Operas	18
Movies	17
Flip Wilson	12
News	10
Sports Events	9
Marcus Welby, M.D.	9
All in the Family	5
Wild, Wild West	5
Here's Lucy	4
Medical Center	4
Adam-12	4
Wild Kingdom	4
Let's Make a Deal	4
Concentration	3
Ironside	3
Perry Mason	3
Cade County	3
Sesame Street	3
Carol Burnett	3
Mission Impossible	2
Spanish Novels (local New York)	2
Lawrence Welk	2
Family Affair	2
Bewitched	2
Merv Griffin	2
Hawaii Five-O	2
Night Gallery	2
Glen Campbell	2
McMillan and Wife	2
Hogan's Heroes	2
Cannon	2
Beverly Hillbillies	2
Dean Martin	2

TABLE B-5a

PROGRAMS SELECTED BY ONE RESPONDENT EACH

Program	
Billy Graham Crusade	Jacques Cousteau
I Spy	Mister Rogers' Neighborhood
It Takes a Thief	N.Y.P.D.
Boxing	Jack La Lane
Boriquen Canta (local New York)	Dick Van Dyke
Bonanza	Issues and Answers
The Bold Ones	Steve Edwards (local Houston)
Romper Room	My Three Sons
Gomer Pyle	Doris Day
The FBI	Columbo
Longstreet	Sarge
The Newlywed Game	Watch That Family
Andy Griffith	Dragnet
William Buckley	Disney
The Bob Hope Show	Gunsmoke
Country Music (local Kentucky)	F-Troop
Cathedral of Tomorrow (local Kentucky)	Name of the Game
Gospel Sing Jubilee (local Kentucky)	Jeopardy
Revival Fires (local Kentucky)	

TABLE B-6

FAVORITE TELEVISION PERSONALITIES AND FREQUENCY OF SELECTION MADE BY TWO OR MORE RESPONDENTS

Person	Frequency
Flip Wilson	19
Carol Burnett	10
Raymond Burr	5
Dean Martin	4
Robert Young	4
John Wayne	4
Bob Hope	3
Lucille Ball	3
Peter Falk	2
Red Skelton	2
Merv Griffin	2
Doris Day	2
Jimmy Stewart	2
Diahann Carol	2
Lawrence Welk	2
Dick Van Dyke	2
Glenn Ford	2

TABLE B-6a

PERSONALITIES SELECTED BY ONE RESPONDENT EACH

Personality		
Herschel Bernardi	Mary Tyler Moore	Jack Lord
Jackie Gleason	Chad Everett	Sophia Loren
The "Laugh-in Crowd"	Bing Crosby	Racquel Welch
Tom Dunne	Martha Ray	Carrol O'Connor
Jerry Lewis	Don Cornelias	Jean Stapleton
Tom Jones	Sidney Poitier	Bob Reiner
Frank Saldana	Burt Lancaster	Sally Struthers
Enrique de La Torre	Anthony Quinn	James Arness
Dorothy Fieldheim	Joan Crawford	Barry Sullivan
Patty Duke	Rita Hayworth	Peter Lupus
Jerry Dunphy	James Mason	Clarence Williams, III
Gail Fischer	Bill Anderson	Efrim Zimbalist, Jr
Bill Cosby	Buck Owens	Jim Nabors
Dick John	Charlie Pride	The Jackson Five
Sid Lasher	David Janssen	Elizabeth Montgomery
Rock Hudson	Johnny Cash	Floyd Kalber
Bob Crane	Jacques Cousteau	

TABLE B-7

TV PROGRAMS AND FREQUENCY OF SELECTION

MADE BY TWO OR MORE RESPONDENTS

Program	Frequency
Soap Operas	14
Sports Events	6
News	5
Flip Wilson	4

TABLE B-7A

TV PROGRAMS SELECTED BY ONE RESPONDENT EACH

Program	
All in the Family	The FBI
Boxing	Carol Burnett
Wrestling	Concentration
Spanish Novels	Wild, Wild West
Adam-12	Ironside
Hogan's Heroes	Hawaii Five-0
Columbo	Mod Squad
Black Circle Hour	Medical Center

BOOK LIST OF TITLES READ – RACIAL/ETHNIC BACKGROUND*

White

The Godfather
Valley of the Dolls
Catcher in the Rye
1984
Inside the Third Reich
Painters Illustrated
Cheyenne
The Good Earth
Grapes of Wrath
Airport
Bible**
Gone With the Wind
12 Sermons on Decision

Black

Soul Book
All in the Family
All You Ever Wanted to Know About Sex**
The Spook Who Sat by the Door
Sex From 6 to 60
Challenge of America
Early American History
Bible**
Before the Mayflower
Countervailing Power

Mexican-American

Psychology Applied
Jacqueline Kennedy
La Raza
Sensuous Woman

Puerto Rican

Bible
Nicholas and Alexandria

American Indian

Spanish Nun in Love
Black Elk Speaks

*Titles supplied by respondents.
**Chosen by two respondents.

APPENDIX C

FACSIMILE OF SURVEY QUESTIONNAIRE

Hello, I'm from the Center for Urban Education in New York City. We are doing a nationwide survey concerning education and television watching, and I would like to ask you a few questions.

SCREEN

1. Do you have a TV set that works?

   Yes _____

   No _____ (If no, end the interview.)

2. In what age group are you? (READ LIST)

65 and over	_____	9
50 to 64	_____	8
45 to 49	_____	7
35 to 44	_____	6
30 to 34	_____	5
25 to 29	_____	4
21 to 24	_____	3
19 to 20	_____	2
16 to 18	_____	1

   (If over 44 or under 25, end the interview.)

3. Have you completed high school?

   No _____

   Yes _____

   (If yes, end the interview.)

4. On this list I'm handing you, please look at each word carefully and say it out loud. Begin here (point to first word in upper left corner of card) and read the words across the page so I can hear you. When you finish the first line, go on to the next line and then the next.

   milk city in tree animal himself between chin split form

   grunt stretch theory contagious grieve toughen aboard triumph

   contemporary escape eliminate tranquillity conspiracy image

   ethics deny rancid humiliate bibliography unanimous predatory

   alcove

   (Try to limit the respondent to about ten seconds per word. Do not interrupt him. Unusual pronunciations due to colloquialisms, foreign accent, or defective speech should not be counted as wrong answers. This is a word recognition test, not a test of speech or diction. If his response is not clear, ask him to repeat the word. Please do not

indicate, by motion, word, or emotion, that you are dissatisfied with his answers. Teaching, coaching, or questioning should be strictly avoided. If he seems to go too slowly, you may say "next" after about ten seconds. If he says "I don't know that," you should encourage him to "try the word anyway or take a guess at it." If he misses or says he can't answer ten consecutive words, thank him for his cooperation and stop the test. On your sheet, underline the first letter of each word he correctly recognizes (milk), and cross out the first letter of each word he cannot recognize (~~t~~ree). Place an X after the last word he was able to answer correctly.

Scoring: One point for each correct answer. If his score is 20 or better, continue with the interview. If his score is less than 20, end the interview.

TIME INTERVIEW STARTS _____

1. First, are you working now?

Yes _____	2
No _____	1

IF NO, SKIP TO 2.

A. What is your present job? (PROBE FOR OCCUPATION)

B. Is that a full-time or part-time job?

Full-time _____	2
Part-time _____	1

C. How long have you worked at this job?

6 months or less _____	3
6 months to a year _____	2
More than 1 year _____	1

D. What other jobs have you had during the past 3 years? (PROBE FOR OCCUPATIONS.)

E. What are your chances of advancing where you are now employed? Would you say they were very good, fairly good, not very good, or poor?

Very good _____	5
Fairly good _____	4
Not sure _____	3
Not very good _____	2
Poor _____	1

F. Is there anything stopping you from advancing in the work you are doing now?

Yes _____	2
No _____	1

IF YES, PROBE: What do you feel is stopping you?

G. Considering everything, how do you feel about your job?

Very happy	_____	5
Somewhat happy	_____	4
Not sure	_____	3
Somewhat unhappy	_____	2
Very unhappy	_____	1

H. Do you think you will have to switch jobs in the next year?

Yes	_____	2
No	_____	1

If yes, why is that?

2. If you had your choice of jobs, what kind of job would you choose?

3. What would help you most to get this kind of job? Is there something you need to learn -- skills or information -- in order to get this kind of job?

4. At present, do you have any plans to get this kind of job?

Yes	2
No	1

IF YES: (PROBE)

A. What are your plans?

B. Have you done anything about it?

Yes	2
No	1

IF YES: (PROBE) What have you done?

5. Thinking of five years from now, do you think that your family income will be higher, about the same, or lower than it is now?

Higher	3
About the same	2
Lower	1
Don't know	0

6. How far did you go in school?

High school graduate	4
9-12. Did not graduate	3
5-8	2
0-4	1

7. How far would you have liked to go in school?

8. Do you have any actual plans to continue your education or to go back to school?

Yes _____ 2
No _____ 1

IF YES, PROBE: A. What are your plans?

B. What have you done to make those plans come true?

9. What sorts of things are stopping you from getting the education you want?

10. Why did you stop going to school?

11. A. Can you see getting more education as being of any help to you in your community?

(Whether answer is YES or NO, PROBE for reasons. For example, In what ways would it help?)

B. Can you see getting more education as being of any help to you in your home?

C. Can you see getting more education as being of any help to you in your life in general?

12. Very few people take adult education courses. I am going to read some reasons people have given for not attending. Please tell me whether each one applies or does not apply to you.

	Applies	Don't Know	Does Not Apply
A. I don't think there is anything like that available around here	3	2	1
B. The things I have heard about don't interest me	3	2	1
C. I can learn all I need to know without going to class	3	2	1
D. I'm usually too tired at night to go out to classes	3	2	1
E. I'm much too busy with other things and just wouldn't have the time	3	2	1
F. I'd feel kind of childish going to classes	3	2	1
G. Although I'm interested in a lot of things, I'm really not the studying type	3	2	1
H. It would be hard for me to get out of the house	3	2	1
I. Right now I just don't have the money	3	2	1
J. I'm too old to start learning new things	3	2	1

13. Are there any places around here where people who are no longer in school can get instruction in subjects they want to learn about? IF YES, PROBE: Where?

14. If you were having trouble filling out your income tax form or an application for a driver's license, who or where would you turn to?

15. I am now going to read you some statements about education. Please tell me whether you agree or disagree.

	Agree	Don't Know or Not Sure	Disagree
A. A high school education is worth all the time and effort it requires	3	2	1
B. I don't want to have anything to do with education . . .	3	2	1
C. Education is not much help in getting a job.	3	2	1
D. Education has made my life happier	3	2	1

16. Do you have any close friends or relatives who are trying to get more education?

17. If you were to get more education, how would your <u>closest friends</u> feel about that?

18. If you were to get more education, how would your <u>family</u> feel about that?

19. If your friends or your family felt bad about you getting more education, would you: do it anyway, or not do it?

Do it anyway	3
Not sure	2
Not do it	1

20. I am going to read a list of things that many people do. Would you please tell me how many times you have done these things in the past year?

	3 or More Times	Twice	Once	Never
A. Visited a zoo	3	2	1	0
B. Visited a museum	3	2	1	0
C. Visited a historical site	3	2	1	0
D. Watched an educational program on TV	3	2	1	0
E. Worked on a crossword puzzle	3	2	1	0

21. A. What magazines do you read regularly?

B. What newspapers do you read regularly?

C. What is your favorite section of the newspaper you read?

22. What was the last book you read? When did you read it?

23. Please tell me whether each of the following statements is true about yourself or not true.

	True	Not Sure	Not True
A. When a job is hard, I do it well	3	2	1
B. One of my problems is lack of confidence in myself	3	2	1
C. I never did very well in school.	3	2	1
D. I can read quite well.	3	2	1
E. I was smarter than most of the kids in my school	3	2	1
F. When I set my mind to do something, I get it done.	3	2	1
G. The only time I learn something is when somebody forces me to.	3	2	1
H. I start a lot of projects that never get finished.	3	2	1

24. Now I would like to read you some sentences about the world in general. Please tell me whether you agree or disagree.

	Agree	Not Sure	Disagree
A. People who accept their condition in life are happier than those who try to change things	3	2	1
B. Good luck is more important than hard work for success. .	3	2	1
C. Every time I try to get ahead, something or somebody stops me.	3	2	1
D. If a person is not successful in life, it is his own fault	3	2	1

Now I'd like to ask you some questions about watching TV.

25. What are your favorite TV programs? (PROBE to get at least five programs.) What do you like about these programs?

26. Who are your favorite personalities on TV?

27. Are there any TV or radio programs that you would <u>never</u> want to miss? What are they?

28. What TV channels have you watched this week?

Now, I'd like to ask you a few questions about your community.

29. How long have you lived in this community?

30. Do you feel you are really <u>part of this community</u>, or is it <u>just a place to live in</u>?

Part of this community	_____	3
Undecided or Don't Know	_____	2
Just a place to live in	_____	1

31. If you wanted to find out what was happening in your community, where would you go?

32. How often do you go there?

33. What is your religious affiliation?

Protestant	_____	5
Catholic	_____	4
Jewish	_____	3
Other	_____	2
None	_____	1

34. How often do you attend church?

Every day	_____	4
Once a week	_____	3
Once a month	_____	2
Just a few times a year	_____	1
Never	_____	0

35. Will you please look at this card and tell me which letter best represents all the money members of this household either earned or received before taxes? (HAND RESPONDENT CARD "A")

A.	Over $10,000	5
B.	$7,000 to $9,999	4
C.	$5,000 to $6,999	3
D.	$3,000 to $4,999	2
E.	Under $3,000	1
F.	Not sure/refused	0

36. What are the ages of the children who live in this household?

TIME INTERVIEW ENDED _____

RECORD THE FOLLOWING - DO NOT ASK

I. Ethnic group or racial background:

White	6
Negro/black	5
Oriental	4
Puerto Rican	3
Mexican-American	2
Other (SPECIFY) _____	1

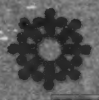
II. Respondent is:

Male	2
Female	1

III. Location of respondent. Name of location: _____
City or Town State

Urban (Central city)	
Large city (1,000,000 or over)	5
Middle-sized (250,000 - 999,999)	4
Small city (100,000 - 249,999)	3
Suburban (within 25 miles of large or middle-sized city, 10 miles of small city)	2
Rural	1

IV. COMMENTS:



The Center for Urban Education, founded in 1966, is an independent nonprofit corporation engaged in educational research and development. Its main contractor is the U.S. Office of Education, Department of Health, Education and Welfare, but it also contracts with other government agencies, as well as with business firms and community agencies.